

INTELLIFAX 25

CLASSIFICATION

SECRET

# INFORMATION REPORT

25X\*1

REPORT NO.

CD NO.

**COUNTRY** Czechoslovakia

DATE DISTR. 13 February 1953

**SUBJECT** Military Preparatory School, Novy Jicin

NO. OF PAGES 9

DATE OF INFO.

NO. OF ENCLS. 1 (1 page)  
(LISTED BELOW)

PLACE  
ACQUIRED

SUPPLEMENT TO  
REPORT NO. 25X1

THIS DOCUMENT CONTAINS INFORMATION AFFECTING THE NATIONAL DEFENSE OF THE UNITED STATES, WITHIN THE MEANING OF TITLE 18, SECTIONS 793 AND 794, OF THE U.S. CODE, AS AMENDED. ITS TRANSMISSION OR REVELATION OF ITS CONTENTS TO OR RECEIPT BY AN UNAUTHORIZED PERSON IS PROHIBITED BY LAW. THE REPRODUCTION OF THIS FORM IS PROHIBITED.

THIS IS UNEVALUATED INFORMATION

25X1

1. A military preparatory school for young workers was established in Frenštát pod Radhoštěm /4933N-1813E/ in about September 1948. In the summer of 1950, the school was moved to Nový Jičín /4936N-1801E/. [redacted]  
[redacted] The school at Nový Jičín was one of the largest of 10 similar schools. Some of these other military prep schools were located in Český Tesín /4945N-1837E/, Ostrava Zábřeh, Uherské Hradiště /4904N-1727E/, Košice /4842N-2115E/, Prague, and Mladá Boleslav /5025N-1454E/. [redacted] All the schools were organized in a similar fashion. The school prepared students for officers' schools and academies of the Czechoslovak regular army. The school was under the Ministry of National Defense, and a Major (fnu) Nespor, chief of the Army Personnel Division in Prague, ran the school from there. He inspected the school, held conferences with faculty members, etc. The resident head of the school was Lt. Col. Otto Pavelka. The school's cover designation was Garrison Unit No. 30, to which all mail was addressed. The official, but classified, military designation was the Military Prep School (Skola důstojnického dorostu). The courses and training were known officially to the public as 'a preparatory course for workers for higher institutes of learning'.
2. In March 1952 the Nový Jičín school staff consisted of 22 military personnel and 14 civilian instructors. In 1951 the school had five platoons of students, each of about 30 men. In 1952 this number increased to 15 platoons which were grouped in three companies. Students were instructed by platoon, each platoon comprising a class. In early 1952 there was a total of about 445 men at the school. In November 1951 Major Nespor stated that the school would remain in Nový Jičín, that its size would be increased from its present 19 months to two or three years. [redacted]  
[redacted] Nespor said that Soviet advisers had recommended that the school be expanded in this way. [redacted]  
[redacted] the Soviets were directly concerned and interested in these military prep schools and were working in the Ministry of National Defense in Prague, making policy regarding military matters.)

# CLASSIFICATION

**SECRET**

[illegible]

SECRET

25X1  
25X1

3. The school term began on 1 September and lasted until June. In 1951 the whole month of September was devoted to basic military training. Term exams were held at the end of each two-month period, and final exams began in mid-May. In early June the students had two weeks free in which to prepare themselves for oral examinations before a military commission. The students all took the same courses and could not specialize. The Ministry of National Defense determined what military academy each student would go to after graduation.

#### Studies

4. Subjects were taught as follows:

Political training - five to six hours per week

Czech, grammar and literature - five hours per week

Russian, grammar and conversation - three hours per week

Arithmetic - three hours per week

Mathematics, descriptive geometry - five hours per week

Geography, world - two hours per week

History, Czech and world - two hours per week.

Natural history - three hours per week

Physics - two hours per week

Chemistry - two hours per week

Physical training - three hours, which included close order drill during the week other than Saturdays. On Saturdays, physical training was incorporated into a half day of military exercises.

The number of hours taught in some of the subjects varied, because of a lack of teachers. Platoon 15, for example, complained on one occasion that they had not attended a mathematics class for over a month. Another platoon complained that they had not attended a Russian class in almost two months. There were times when as many as four teachers were lacking at the school. The selection of subjects to be taught, however, remained the same. There was no homework or written work assigned the men. Teachers sometimes gave short written assignments during class time. The weaker students were assigned a "patron" from among the more capable students, who acted as adviser and helped with studies. Sometimes, these more capable men lost out in current studies and actually pulled down their own standing because of the attention paid to the weaker students.

5. During the two month teaching periods, each man received two marks in his personal grade book on each subject he was taking. Grading was done according to the Soviet system. A 5 was best. A 1 or a 2 was failing. It was directed that the greatest attention be paid to weaker students and that tests be given them more often than others. No man at the school ever got a 1, because the teachers knew that if they gave a man a 1, they would have to redouble their efforts and somehow pass the man. The school officials frowned upon 2's. The men were classed either as Excellent, Satisfactory, or Unsatisfactory. To be classed as Excellent, a man had to have at least nine 5's and two 4's. To receive the rating of Satisfactory a man had to have no 2's and the rest at least all 4's or 3's. If a man had one 2, he received the rating of Unsatisfactory. At the end of the second two-month term each teacher and military class leader submitted recommendations for the promotion of the men to the rank of private first class. Before that, they held the title of Candidate, Military

SECRET

SECRET

25X1

Prep School. Only those students with the rating of Excellent could be promoted to private. Some of the men who had the rating of Excellent were not promoted because the political officer stated that they were not properly oriented politically. The Party organization at the school pressed the Communist students at the school not to fail their courses, and the Main Committee of the Party was responsible to see that they didn't. For the first two months of the school year (to November 1951) not one of the 65 registered Party members at the school held the grading of excellent. Of this 65, there were 38 who were graded Unsatisfactory. At the end of this term, there were 216 men (both Communist and non-Communist) who received the rating of Unsatisfactory. At the end of the second two-month term (January 1952), of the total 448 men, there were 32 Excellent, 239 Satisfactory, 170 Unsatisfactory, and seven unclassified. Of the 65 registered Communists, six were Excellent, 29 Satisfactory, and 30 Unsatisfactory. The average of all the men at the end of January 1952 was 3.62.

#### Schedule

6. The students arose each day at 0600 and had a half hour of PT. and the day's political news. Breakfast was at 0630. Instruction started in the morning at 0700 and ended at 1210. All 15 platoons had instruction at the same time. At 0925 there was a break of 15 minutes, at which time the men went to the dining room and had a mid-morning snack. There was a five minute break at the end of each one-hour period. At 1210 the noon meal was served. After the meal there was a required rest period that lasted until 1430. From 1430 until 1700 there was a study review of the material covered that morning. After this review there was one hour during which each man could study what he wanted under the guidance of his teacher. It was the duty of each instructor to stand by for this study period twice a week. Later the study hour was changed to a "consultation hour", which was conducted according to a set schedule. The schedule was posted so that each man would know where he could find the teacher from whom he wished to get help. Those who attended these consultation hours were students who wanted help in geometry, physics, chemistry, and natural history. The political leader, Capt (fnu) Brtnik, complained about the way this consultation hour was spent, because, as he said, the men wasted this time in writing personal letters, telling jokes, or sitting and looking out the window. He further complained that none of the teachers did anything about it. At around 1830 the evening meal was served. Almost every day during the consultation hour and supper time the lights would go out for a period of a half hour to one hour. During supper, candles were lighted. When the lights went out during the consultation hour, it was postponed until after supper, usually from 1900 to 2000. It was the general opinion that the lights went out because of a lack of electrical power for nearby industrial installations.

#### Students

7. The students were selected from factories, workshops, and plants. They were almost all trained artisans. A small number of them were members of the Union of Czechoslovak Youth (Ceskoslovensky Svaz Mladeze - CSM). Methods of selection did not appear to be rigid or even standardized and did not depend on Party activity, affiliation, or membership. Some of the students had been ordered to attend the school against their wishes. There were two or three men at the school who had been students at some other school or institution. The men were chosen from all over the country, and their average ages were 17-18 years. Their former educational training varied. Some had completed only elementary school, some had gone farther. Some had completed one or two years in the ~~Gymnasium~~, others had been out of elementary school for a while and had forgotten what they had been taught. There were a few students of foreign origin, including one Hungarian, one Ukrainian, and one Frenchman. These students found their lack of Czech to be a definite handicap in their studies. Special sessions were set up for them so that

SECRET

SECRET

25X1

-4-

25X1

they could keep up with the rest. (The Hungarian, Kyr, (fnu), was so stupid that the teachers finally recommended that he be removed from the school. After two recommendations and a period of waiting, he was finally removed.) It was also decided to send those men from Slovakia back to other military prep schools in Slovakia. The intelligence level of all the students was somewhat under average. After several months of instruction, some of the Czech students could not conjugate Czech verbs. Political officers at the school maintained the policy that even the weakest men should be retained at the school and become officers, the theory being that they could be officers in charge of warehouses or hold some other minor position in the army. Higher authorities in the Ministry of National Defense were extremely reluctant to have men dismissed from the school for any reason.

#### Students Morale and Living Conditions

8. At the beginning of the school year, morale was fairly high, but declined sharply as time went on. Men began to come late to classes, be absent from their quarters at night, and show poor discipline. After Christmas morale was lowest. The men were told to watch out for saboteurs and not to let anyone influence them in favor of bourgeois ideas. They were also told not to listen to foreign broadcasts while on Christmas leave. They were encouraged to work during the Christmas holidays in plants where they had formerly worked. The reason for these warnings was that after the 1950 Christmas holidays many of the men were "morally weakened" and had requested to leave the school. [redacted] 25X1  
[redacted] there had been a constant decline in discipline, deportment and morale in general. In December 1951 about 30 men were kept in school for bad behavior and poor grades. They were told they could go to the motion pictures over the holidays but that they would not have "a Christian holiday". They complained bitterly about this punishment but there was nothing they could do about it. [redacted] 25X1  
[redacted] 25X1
9. Many items were stolen at the school; equipment was damaged, dishes broken, wash basins dirty. This was all blamed on the fact that the men had forgotten the oath that they had taken to protect the people's property. These were problems of constant concern to the administration. The men were generally disorderly and coarse in manner. The teachers were directed to look after school equipment in the classrooms. The problem of the personal hygiene of the men came up before a conference of all the instructors because it was said that some of the men went for days without washing. It was decided that the men would have to be told to correct the situation at once. However, they could do little about it, as their living quarters were exceedingly old-fashioned and primitive. They had one wash basin for a large group in the corner of a dark basement room. Because of the lack of facilities and the time taken up by political training, it was no wonder that the men were dirty. This item was discussed with the political officer, Capt Brtnik. He was told by some of the teachers that the men did not even have time to complete study assignments given them, since they were on the go from sunup until sundown. He answered that "a soldier in the Czechoslovak Army must be constantly occupied so that he would not have time to do any bourgeois thinking". The men were so hounded that sometimes they appeared [redacted] 25X1  
[redacted] as animals and not as human beings. During the cold winter months the men coughed constantly, so much so that regular instruction was often interrupted. [redacted] their living quarters were too cold and that they had to stand in the cold after becoming heated from running between buildings. 25X1

SECRET

SECRET

25X1  
25X1

10. Equipment in the dining hall was very dirty and primitive. The dining hall was a converted athletic hall. Each man had to furnish his own eating equipment, other than the plate. A pot of soup was set in the middle of the table and everyone ate from that. There were no heating facilities in this dining hall all winter long.

No officers were allowed in the dining hall. Up to December 1951 the food was passable, but far from good. After this time, however, things got worse. Each man got six kilograms of meat per month. There was less and less meat. Breakfast consisted of thin vegetable soup. The 10 o'clock snack consisted of marmelade, black coffee, and sometimes cheese and bread. Soup, potatoes or dumplings, gravy, and sauerkraut were served at the noon meal. Since January 1952, a mid-afternoon meal was served which consisted of bread, black coffee, and marmelade. Supper consisted of black coffee and some sort of tasteless pastry. [redacted] had small portions of salami for supper, but even that disappeared. Food was the subject of many conferences, and men complained about it bitterly almost all the time. In February and March 1952, the food situation got so bad that many teachers went to restaurants to eat. On Fridays black coffee and hard dumplings were often served.

Teachers gave ration tickets for 60 decagrams of meat per month and 28 decagrams of fat ration coupons.

There was one tub of hot water where everyone washed his knife, fork, and spoon. There was a constant campaign on to save food, especially bread. The food situation got worse and worse.

### Security and Military Instruction

11. Three of the school buildings were guarded by armed guards who stood at the entrances. The guards were students and were armed with a rifle and mounted bayonet. They each carried about four clips of ammunition on their cartridge belts. Students and teachers had similar passes, which were looked at by the guard at the entrance to the building. After he learned the faces, he no longer looked at the pass. A different guard platoon was designated each day. This platoon furnished the guards at the buildings, who changed every few hours. The rest of the men in the platoon were required to be "on the alert". During the night these posts were manned by two guards.
12. September 1951 was devoted to training the men in combat readiness of the individual soldier, of the squad, and of the platoon and company to see how well the men had learned this combat training. The various companies were graded on their showings, and the political leaders worked overtime to prepare the men politically for these tests. It was emphasized that the school was to prepare the men in combat tactics and teach them basic military theory. Military and political training were closely coordinated. 1951 was the first year that the entire month of September was used for strictly combat military training. Before that, such training was conducted along with the academic studies. In October 1951 this training took place on Saturdays, half a day. During this half day, terrain tactics, field problems, and combat problems were run and field conditions were simulated. Besides this Saturday training, the men trained in running obstacle courses, crawling under barbed wire, proceeding through barbed wire defenses, running with their weapons, etc. In addition, night problems were run during the week. The men were sleepy the following morning in class as a result. Practice alerts were held in which the men had to dress as quickly as possible in full field uniform and full field equipment and assemble in formation on the grounds. Rifles used were German Mauser bolt-action semi-automatics. In each building of the school there were rifle racks, which remained unlocked at all times. No ammunition was kept near the rifles nor were they ever loaded, except

SECRET



25X1  
25X1

SECRET

by those men on guard duty. Near the rifles were wall lockers for each man in which gas masks and steel helmets were stored. Rifle firing was emphasized as the most important phase of the combat training. The men were drilled with the thought that the target they were shooting at was a "Western imperialist". They first learned firing theory and then practiced firing dry run. The party organization at the school arranged to give extra training to those men who showed poor marksmanship. The better men helped the poorer ones in the technique of firing. Competition among the companies was held. The best marksmanship record that a man could get was 50. Average grade was about 36 or 37. Firing with live ammunition began in about January at a range away from the school, [REDACTED]

25X1

25X1 [REDACTED] One of the men was taken off quarters arrest because he was a good marksman. Live firing continued through May. In January, February and March 1952, one hour a day of close order drill was ordered by the Ministry of National Defense in preparation for participation in the Armed Forces May parade in Prague in May. In April, the Ministry ordered this time increased to two hours a day. It was held in the afternoon, in place of the other regular academic subjects, and instruction was started earlier in the afternoon, so that the men lost most of their rest period.

### Instructors

13. Up to January 1952, all civilian instructors at the school were under the jurisdiction of the Regional National Committee (KNV - Krajsky Narodni Vybor) in Ostrava, Department of Education, Culture, and Physical Training, which was under the Ministry of Schools, Arts, and Sciences. Kalivoda (fnu) was head of this department of the Regional National Committee. After January 1952, all civilian instructors at military schools were subordinated to the Ministry of National Defense, and a separate department was created within the Ministry to deal with civilian employees. In January 1952 the Ministry sent all its civilian employees long questionnaires to be filled out and returned to the Ministry, together with a photograph and a filing card. In February 1952 all the teachers had to sign a pledge to protect and safeguard military information; violation of this pledge could bring the death penalty. [REDACTED]

25X1

14. Transfer of teachers from one teaching position to another was done by decree by the Regional National Committee. in this case. Ostrava. [REDACTED]

25X1

[REDACTED] Complaints were useless. In October 1951, five men doing graduate work as mining engineers at the Ostrava Mining and Metallurgical University were chosen to be teachers at the military prep school. However, they did not like the working conditions at the school and four of them left just before Christmas 1951. When one of the teachers was sick, there was no one to take his place and his hours of instruction had to be divided among the other teachers. This resulted in some of the teachers teaching as much as 27, 30, or even 35 hours per week, and rescheduling frequently had to be done. When there was no teacher in a certain subject, the hours taught in his place by another teacher were paid to that teacher. When, however, the extra hours were taught for a teacher who was ill, there was no financial compensation. Each Saturday each teacher had to submit a plan on what he planned to teach the coming week. The teachers in each department met for a short time each Friday noon and worked out a teaching plan for the week ahead. This was checked by the political leader.

SECRET

SECRET

25X1  
25X1

15. Each man and officer in the army, including all those at the school, had to fill out, a week in advance, a complete schedule for that week, hour-by-hour. One copy was sent to the unit commander, in this case to the head of the school, and one was kept by the individual. This was for the purpose of control and inspection. If a man did not act according to his schedule and gave no good excuse, he was reprimanded, and if it happened frequently he was suspected of deceit and fraud. An attempt was made to get the civilian instructors to fill out one of these schedules each week, but the idea met with such bitter opposition that it was abandoned. [redacted] this bordered on 25X1 slavery. However, in November 1951, when Major Nespor visited the school, he directed that each instructor prepare detailed monthly plans and schedules to include for each day the subject to be taught, 25X1 from which book and page the subject matter would be taken, what other materials would be used, and where these materials would come from.

16. Instructor training aids were almost non-existent at the school, and what few there were had to be carried from the nearby gymnasium. Teachers were encouraged to make their own charts and other training aids and also asked to submit ideas for the improvement of teaching methods at the school. There was no reference library where a student or instructor could go and read background material. In the instruction of the social sciences, it was directed that the political significance (Communist) be stressed in respect to peoples of other countries, their labor movements, and development. The idea was that an officer of the army can only fulfill the missions entrusted to him if he is politically mature. It was emphasized in directives that a teacher was not under any circumstances to reprimand or shout at a poor student, but work with him in a benevolent manner. Each student had the right to complain about a teacher regarding the instruction he had been getting or the manner in which he had been treated. He complained by way of the CP apparatus within the school. If the first such offense was serious enough or after several such offenses the teacher concerned was called up before the Main Committee of the CP organization at the school and was warned not to repeat his misdemeanor.

17. The military instructors at the school were constantly trying to persuade the civilian instructors to accept commissions in the army and go on active duty. Those instructors who had had university training would receive the rank of Sr Lt. Those not having university training would receive the rank either of Lt or Jr Lt. None of the civilians accepted the proposal. Lt Col Pavelka hinted very strongly to the civilian instructors that all of us would have to participate in two weeks of military training during our vacation period in the Summer of 1952. This increased the tension and anxiety of the civilian teachers.

[redacted] All the civilians wanted to be once again under the Ministry of Schools, Arts, and Sciences, where military control would not be so threatening.

18. None of the civilians trusted the Ministry of National Defense, because its representatives promised us much and fulfilled little. Major Nespor made all sorts of promises.

[redacted] There was a secret plan which put the instructors, including the military, in one of two or three job categories. In one

SECRET

SECRET

25X1

-0-

category were to be included those instructors who were most active politically and did the best job according to Communist practice. The lowest of the categories were to be paid 5,500 crowns salary per month. This plan was all set up and ready to put into effect, but no one knew who was in which category.

#### CP Organization at the School

19. [redacted] 50-60 per cent of the men who entered the school in 1949 and 1950 were CP members. In 1950 and 1951 about 30 per cent of the men were CP members. In 1951-52 only four to five per cent were CP members. About a third of those students who were not Party members were CSM members. (The CSM is considered the preliminary step to becoming a good Party member, and the Party looks after CSM members with great care.) All the students and faculty of the school who were registered CP members or Party candidates formed what was called the Central Organ (UO-Ustredni Organ). The Central Organ was divided into four cell units, one for each of the three companies of students and one for all the instructors, civilian and military. Above the Central Organ was the Main Committee (HV-Hlavni Vybor), which consisted of six student members and one faculty member. The Main Committee controlled the work of CSM members through CSM committees within each company, campaigned for good marksmanship, advised Party functionaries and trained them, and heard all complaints of the men against the instructors; in effect the Main Committee supervised and controlled all school activities. These functions were accomplished with the help of the four cell units within the school. Each of the cell unit organizations had its own committee, a member of which represented his unit in the Main Committee. The Main Committee was subordinate to the school political head, Capt Brtnik. Brtnik was not a regular member of the Main Committee, but he often sat in on its meetings, and they worked very closely together. Brtnik, in turn, was directly under the political division of the Ministry of National Defense in Prague; he could have no official connection with civilian organs of the CP. Zdenek Snejdar was elected temporary chairman of the Main Committee at the beginning of the 1951 school year and re-elected at the annual election of Party officials in February 1952. The Vice Chairman was Jiri Uher. Other members of the Main Committee were Jaroslav Sodomka, Ladislav Formanek, Jaroslav Pribyl, Vaclav Vlach, and Officer candidate Prosek. The chairman of the faculty CP unit until February 1952 was Rudolf Kramolis. He was replaced in February 1952 by Sr Lt Oldrich Maly.
20. Meetings of all the CP members within a company were held at least once a month. Each platoon had a Party representative and "agitator" who was under the supervision of the unit committees. Each company had a cultural and propaganda referent. Each platoon also had a study referent, who attended instructors' and officers' conferences and reported on the deportment and grades of the men in his platoon. Every Friday he gave a comprehensive written report on each of the men in his platoon to each of the man's teachers. It was emphasized from the start that the CP always had the deciding power in all school matters. Party unity was stressed. When anyone expressed himself in an unfavorable way toward the Party, he was called before the Main Committee and reprimanded. All decisions including elections were made by the Party before meetings actually took place, so that when the meeting was held, a complete and finished proposal was laid before the others for acceptance.
21. During a meeting of all CP members at the school the men were all encouraged to offer comment and enter debate on various subjects. However, none of the men ventured to say anything. If one or two teachers had not said something the meeting would have been without any life whatsoever. At one of these meetings Capt Brtnik, on orders from his superiors, wanted a committee of three volunteers to be responsible for taking up a monetary collection for aid to North Korea in its fight against "the Western imperialists".

SECRET



SECRET

-9-

25X1

22. All the instructors, both civilian and military, were required to attend pedagogic and political seminars twice a month. Attendance records were kept and the meetings were closely supervised. In the pedagogic seminars, ideas of Soviet experts were discussed and then applied to instruction at the school. In the political seminars, the history and development of Bolshevism was studied, according to subject matter that was handed out before the 10th of each month. Between the 10th and 20th of each month everyone was to study this subject material, and then, sometime after the 20th, the matter was discussed. These discussions were poorly prepared, and sometimes the man leading the discussion read his material, which made it even more dull. [redacted] most of the material was childish. Notes were made on the answers given and who spoke about what.

23. [redacted] in March 1952, a Marx-Leninist library was to have been set up where the teachers could study Communist doctrine.

24. The teachers were criticized for thinking that Marx-Leninism was forced upon them at the school and that they were being forced to bring Marx-Leninism into the teaching. [redacted]

Political policy was to preach hatred of the USA. Each officer was given the personal mission of strengthening the armed forces of the republic against "imperialist aggressors", and constantly raising the combat efficiency and readiness of the armed forces. It was stressed that an army of completely new blood had to be organized, based on Marx Leninism. Planning was not enough; putting plans into practice was what counted. Almost all units at the school were criticized for lack of interest in political training and indoctrination. The men were frequently told that they were destined to become officers in the army and would one day be defenders of the country. They were spiritually conditioned for their future roles as officers. They were reminded that they were all from the working class and that the working people of the country had confidence in them and trusted them.

#### School Buildings [See Enclosure A]

25. 1. Building No 1, as shown on sketch, housed the school's kitchen, dining hall, 15 classrooms, and two conference rooms for the instructors. The building was three stories high, constructed of red brick, covered with gray stucco, and had a dark slate roof.
2. Building No 2 was known as the Armadni Dum, in which there was a dispensary and officers' quarters. This building was a three-story, red brick structure, covered with gray stucco.
3. Building No 3 housed the office of the head of the school, administration, conference room, and officers' training classroom, and the Novy Jicin army garrison headquarters (which had nothing to do with the military prep school). Building No 3 was three stories high, constructed of red brick, and covered with gray stucco.
4. Building No 4 housed one large meeting hall and living quarters for the men. Almost all the men lived in this building. The structure was long, three stories high, constructed of red brick, covered with gray stucco.

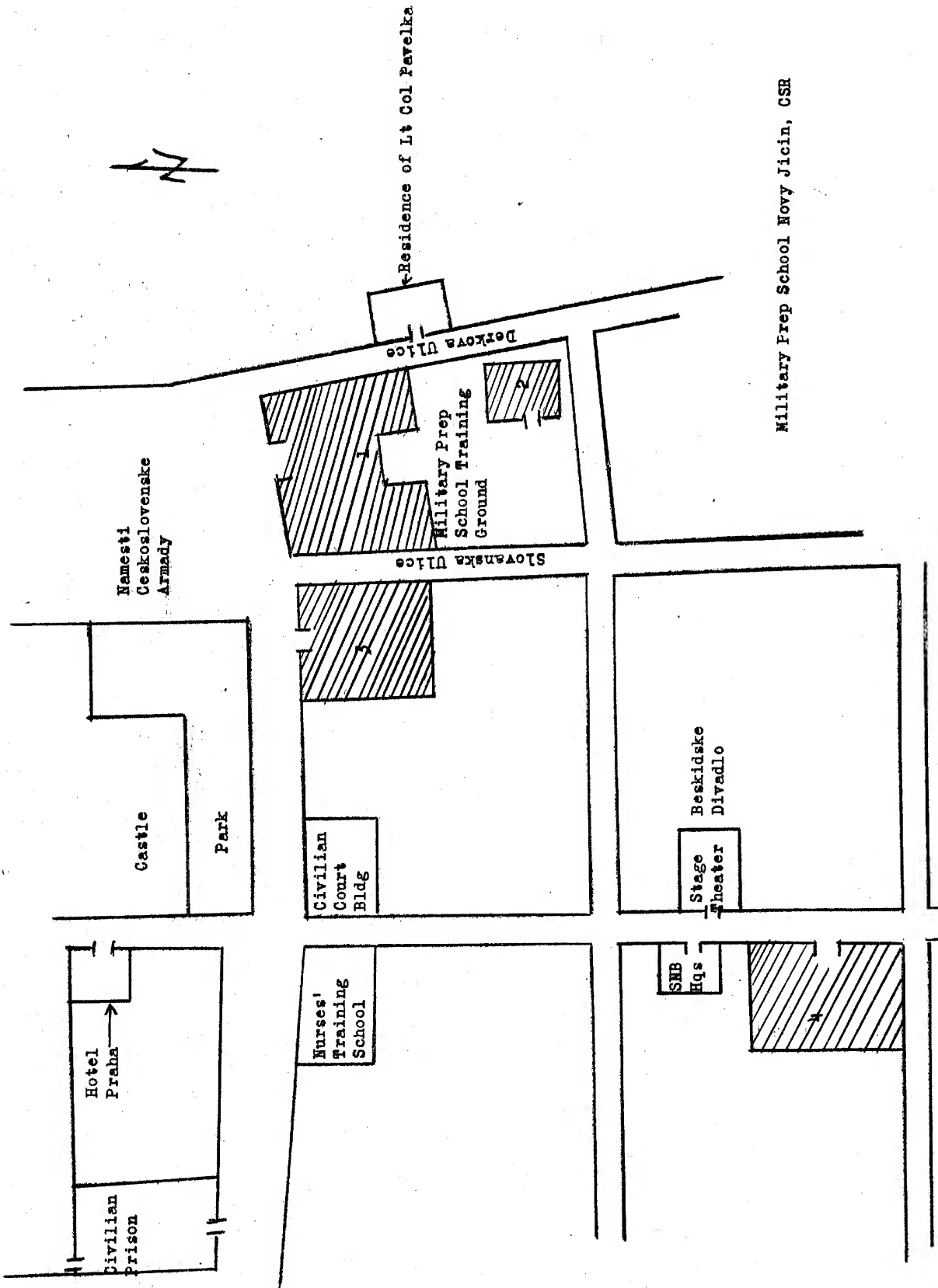
Enclosure A: Sketch of Military Prep School at Novy Jicin

SECRET

Enclosure A

SECRET

25X1



SECRET